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ABSTRACT

California Assembly Bill (AB) 1725 requires the California Community Colleges (CCC) to develop and implement a comprehensive educational and fiscal accountability system, beginning no later than 1991-92. As part of the system, individual colleges will provide data to the Chancellor's Office on student access, success, and satisfaction; staff composition; and fiscal condition. In January 1991, the Chancellor's Office convened a task force to provide consultation to four community college districts that had received special CCC grants to develop prototype accountability reports. In addition, the Chancellor contracted with Far West Laboratory to write a technical assistance guide for the colleges, "Improving It: Accountability by Design," and with Strategic Planning Associates to conduct a cost study, "California Community College Accountability: State and Local Implementation Costs." The resulting statewide accountability program consisted of the following elements: (1) a statewide accountability indicators report, compiled annually by the Chancellor's Office; (2) in-depth accountability studies; (3) statewide surveys; (4) more effective data collection and dissemination efforts; and (5) a depository and/or clearinghouse for exemplary accountability models. The task force emphasized the need to seek funds to improve the capacity of the colleges to conduct institutional research and develop management information systems; to implement the statewide program; and to improve college and Chancellor's Office access to statewide employment and transfer databases. Appendixes provide task force and pilot district contact information; an Accountability Indicators Report; and an executive summary of the cost study. (PAA)

ED351073

Board of Governors
California Community Colleges
November 12-13, 1992

ACCOUNTABILITY: COMMITMENT TO QUALITY

10

A Report

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Staff Presentation: Judy E. Walters, Vice Chancellor
Policy Analysis and Development

Mark E. Fetler, Director
Planning, Effectiveness and Accountability

Discussed as agenda item 10 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 12-13, 1992).

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Board of Governors
California Community Colleges
November 12-13, 1992

ACCOUNTABILITY: COMMITMENT TO QUALITY 10

A Report

Background

Assembly Bill 1725 requires the development and implementation of a comprehensive community college educational and fiscal accountability system. This system, implemented over a three-year period beginning not later than 1991-92, will produce a published report of the California Community Colleges accountability. This item is being presented to provide the Board of Governors with an update on the progress that has been made in implementing the required accountability system.

Analysis

The initial planning for the accountability program called for centralized collection and reporting of information in five areas: student access, student success, student satisfaction, staff composition, and fiscal condition. Colleges report to the Chancellor's Office via a statewide management information system, program and compliance reviews, and fiscal audits.

In January 1991, the Chancellor's Office convened a task force and awarded grants to community college districts for an accountability pilot program. The task force was charged to provide consultation in the development of prototype accountability reports for colleges, a guide for implementing local accountability programs, and a systemwide accountability program. The task force has completed its tasks.

The final report of the task force, "Accountability: An Investment of Quality" which accompanies the agenda as a separate item, includes three recommendations. (1) Improve the capacity of colleges for institutional research and management information system activities that are necessary for accountability and institutional effectiveness. (2) Implement the statewide plan that was developed in a study of accountability program costs. (3) Improve college and Chancellor's Office access to statewide data bases that contain employment and transfer information.

The Chancellor's Office proposes several "next steps" to implement the statewide accountability program. A modest Budget Change Proposal for 1993-94 ($175,000) to conduct detailed studies of prescribed accountability areas is being submitted. The format for reporting statewide accountability indicators will undergo formal consultation prior to final submission to the Board of Governors in 1993-94. A variety of activities are being undertaken to provide technical assistance to colleges for accountability, planning, and institutional effectiveness. These activities include college workshops, conference presentations, and dissemination of appropriate information.

Staff Presentation: *Judy E. Walters, Vice Chancellor*
Policy Analysis and Development

Mark E. Fetler, Director
Planning, Effectiveness and Accountability

Accountability

Commitment to Quality

The California Community Colleges are vital to California's social and economic health, especially at this time of high unemployment, urban violence, expanding linguistic and cultural diversity, and rapid population growth. Community college education is an indispensable solution, whether for jobs, transfer to four-year colleges, instruction in English as a second language, or the acquisition of basic skills needed to succeed in college. Because the community colleges are so valuable to California, it is also important to adequately provide for their needs and continual improvement.

Reduced state funding, increasing unfunded student enrollments, and sharpened competition for dollars with other government programs now threaten the quality of the California Community Colleges. While the average citizen may highly value her own local community college, she is less likely to be content with the system as a whole. Reliable information is essential to correct wrong perceptions and to make improvements where necessary. An accountability program, by documenting the educational and fiscal condition of the colleges, strengthens the public trust in how tax dollars are spent and forges a strong argument for continued investment.

California's Legislature has required the development of a community college accountability system (AB 1725, Statutes of 1988, *Education Code* Section 71020.5). More recently, the Higher Education Accountability Program Act of 1991 (Chapter 741, Statutes of 1991, *Education Code* Section 99181) requires the California Postsecondary Education Commission (CPEC) to develop and adopt a format for an annual report on the performance of public colleges and universities. In January 1991, the Chancellor's Office began an accountability pilot program by convening a task force and awarding grants to four community college districts: Mount San Antonio, San Joaquin Delta, San Jose-Evergreen, and Santa Barbara (see Appendix A). The task force was charged to provide consultation in the development of prototype accountability reports for colleges, a guide for implementing local accountability programs, and a systemwide accountability program, including an accountability indicators report (see Appendix B). The task force completed its assigned tasks in June 1992.

Local Accountability

The awarded grants permitted the development of locally-oriented accountability reports. The local projects provided a framework to integrate planning, research, administration, and instruction. The funds enabled the hiring of technicians, the development of hardware and software systems, and facilitated participation at various conferences and planning sessions. The pilot program demonstrated that local ac-

countability programs can benefit colleges' efforts to assess and enhance effectiveness. The work of the four colleges verified their capability to assess effectiveness and to design strategies for institutional improvement. The pilot program also demonstrated that meaningful accountability or effectiveness programs require substantial amounts of time and expertise; however, the resources to satisfy these requirements are beyond the capabilities of many colleges.

The Chancellor's Office contracted with Far West Laboratory to write a technical assistance guide, "Improving It: Accountability by Design," developed in collaboration with the pilot districts and the task force. It offers guidelines for educators who wish to design systems for improved institutional productivity and effectiveness at local community colleges. This booklet advocates that colleges should view accountability as an opportunity to verify to themselves and others what their institutions are accomplishing and to design ways to monitor and ensure continued success. The guide is not prescriptive; it helps institutions evaluate their capability to assess their effectiveness, and it poses design issues that staff will need to decide for themselves. In particular, the scope of an accountability and institutional effectiveness program should take into account the resources and expertise available to a college. This guide will benefit colleges that wish to develop the means to assess their effectiveness.

Statewide Accountability

The task force found that a viable accountability program must address both state and local needs. At the local college level, accountability means institutional effectiveness and continually improving student teaching and learning. At the state level, it involves the need to base policy and funding on objective, defensible information. The state accountability program relies on information provided by local colleges; the commitment to develop quality information will depend on whether colleges believe that the program meets valid state needs and has local utility.

To assess the capability of the California Community Colleges to move this accountability program forward, the Chancellor's Office contracted with Strategic Planning Associates to conduct a cost study, "California Community College Accountability: State and Local Implementation Costs" (see Appendix C). The study report was based on interviews with officials of the Chancellors' Office, the Office of the Legislative Analyst, the Department of Finance, the California Postsecondary Education Commission, the pilot program task force and districts, and staff from ten other community college districts not directly involved in the pilot.

The study described four obstacles that need to be considered: (1) great variance in local management information system capabilities, (2) uneven local research competence, (3) local skepticism regarding accountability, and (4) a patchwork of existing statewide reporting requirements.

The strategy for overcoming these obstacles focuses on building a statewide program with appropriate budgetary support. The statewide accountability program was originally presented to the Board of Governors in November 1991, and consisted of five elements.

1. **Statewide Accountability Indicators Report.** The Chancellor's Office will annually compile information contained in management information system tapes and other statewide data routinely collected by the Chancellor's Office.

   Status: The task force developed a format for this report. The Chancellor's Office Management Information System Services unit is developing the required information, and the format will be submitted for formal consultation. The 1992 budget provided 4.33 million dollars for the implementation of Phase II of the Chancellor's Office Management Information System. This funding will assist colleges in reporting information needed for accountability.

2. **In-depth accountability studies.** In addition to the basic data report, the Chancellor's Office will prepare a long-range plan to cover in depth, each year one of the five accountability areas stipulated in the Board of Governors' accountability program. By itself, the indicators report is just a collection of numbers. In-depth studies are essential to gain a detailed understanding that will meet the needs of state-level policymakers.

   Status: This activity will require the funds requested in a Budget Change Proposal for 1993-94 in order to be initiated.

3. **Statewide surveys.** The Chancellor's Office will periodically conduct a statewide survey to assess long-range program effectiveness and student satisfaction.

   Status: Although important, this activity will await a more favorable fiscal climate before funding is requested.

4. **More effective data collection and dissemination efforts.** The Chancellor's Office will develop a long-range plan to reduce the response burden placed on districts by multiple information demands.

   Status: A review of Chancellor's Office data collection procedures was begun under the task force and is continuing.

5. **Depository and/or Clearinghouse.** The Chancellor's Office will also serve as a depository for exemplary accountability models and provide technical assistance to local districts as they embark on establishing their own local accountability models.

Status: Plans for small-scale activities were developed with the help of the task force. Some limited activities will be undertaken, including the development of accountability and effectiveness workshops, conference presentations, and dissemination of appropriate information. Requests for funding will await a more favorable fiscal climate.

Next Steps

What comes next, now that the framework for an accountability program is complete? The task force is acutely aware of California's very difficult fiscal situation. It is the key role of the California Community Colleges in easing the state's social and economic problems that now makes accountability so important. Gains in college effectiveness and strengthened public trust will amply repay the relatively small amount of funding needed for accountability.

Three essential recommendations emanated from the task force. These recommendations are to seek funding to:

- Improve the capacity of colleges for institutional research and management information system activities that are necessary for accountability and institutional effectiveness.
- Implement the statewide plan described in the cost study.
- Improve college and Chancellor's Office access to statewide data bases that contain employment and transfer information.

A modest Budget Change Proposal for 1993-94 ($175,000) to conduct detailed studies of prescribed accountability areas is being prepared. Even though an accountability indicators report is being developed, it is essential to obtain a detailed understanding of each accountability area to provide information that will be useful to statewide policymakers. This second "in-depth analysis" element of the accountability program is designed to accomplish the needed analytic and interpretive activities.

Given that it is not now possible to provide the Chancellor's Office with funds to implement this analysis, it is proposed that the requested funds be made available under contract to a community college district. The Chancellor's Office is to be responsible for developing the terms of the contract in consultation with a working group of community college districts and interested state agencies including CPEC, the Department of Finance, and the Legislative Analyst. It is expected that the primary contracting community college district will solicit competitive bids from qualified organizations in order to implement the study.

The format for reporting statewide accountability indicators will undergo formal consultation prior to final submission to the Board of Governors in 1993-94. A

prototype is being prepared with information that is currently available from the Chancellor's Office Management Information System. Once adopted by the Board of Governors, this report is intended to satisfy the requirement of Assembly Bill 1725 for a published report of the California Community Colleges accountability. This report is also intended to satisfy the accountability requirements of the Higher Education Accountability Program Act of 1991 that CPEC is administering.

Conclusion

Accountability for the community colleges is more than just a legal requirement: What society most values it also measures and studies in order to preserve and enhance. To embrace accountability exhibits a deep moral obligation to the welfare of the community colleges; it is all too easy and expedient to evade this obligation. To fail in this way is to take the wrong path, to disappoint the public trust, and to miss the opportunity to better serve all of California's students who now, more than ever, need a good education.

APPENDIX A

Task Force Members and Pilot District Contacts

Task Force Members

Peter MacDougall, Chairperson
Superintendent/President
Santa Barbara Community
College District

Robert Clark
Student Representative
Council of Student Body Governments
College of San Mateo

Margaret Dominici
Vice President
Student Personnel Systems
Shasta-Tehama-Trinity Joint
Community College District

William Hamre
Assistant to the President
Santa Barbara City College

Cheryl Miller
Comptroller
Citrus Community College District

John Petersen
Executive Director
Accrediting Commission for
Community and Junior Colleges

Bob Stuard
Senate President
Mt. San Antonio College

Dorothy Bray
Vice President Educational Services
Desert Community College District

Minnie Douglas*
Affirmative Action Coordinator
Long Beach City College

Ray Giles*
Executive Assistant to the Chancellor
Rancho Santiago Community
College District

Jim Locke*
President
Statewide Academic Senate

Clair Parsh
President
Community College Association

Robin Richards
Director, Research and Analysis
Yosemite Community College District

David Viar*
Executive Director
Community College League of California

*Served on the task force from January 1991 to July 1991.

Pilot District Contacts

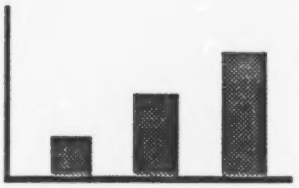
John Evans
Director of Institutional
Research and Planning
San Joaquin Delta College

William Hamre
Assistant to the President
Santa Barbara City College

Barbara Ann Hall
Director of Institutional Research
Mt. San Antonio College

Jon Kangas
Dean of Academic Standards
San Jose-Evergreen College District

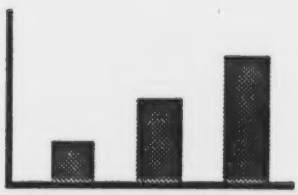
APPENDIX B



Chancellor's Office
California Community Colleges
Accountability Indicators Report

AUGUST 1992

Accountability Indicators Report



COMMITMENT TO QUALITY

The Statewide Indicators Report fulfills one of the five requirements of the Chancellor's Accountability Plan (see Appendix A). Its primary intended audience is the Board of Governors, the Legislature, and the Governor.

The reporting of performance indicators is an essential part of an accountability program. An indicator is a measurement of the condition of the California Community Colleges. There are myriad indicators of potential interest to various stakeholders—state and local legislators, trustees, administrators, faculty, students, and the general public. Limits on the number of indicators are strongly suggested by a tradeoff in the cost of processing information versus the actual benefits of improved teaching and learning. Indicators should reflect the characteristics of colleges that are related to desired student outcomes as outlined in legislation and the Board of Governors *Basic Agenda*.

Indicators should reflect the characteristics of colleges that are related to desired student outcomes

Purely descriptive information that does not provide an opportunity for comparison has severely limited value for analytical, evaluative, or accountability purposes. The statewide indicators will be available as state averages and, where possible, as county averages. Colleges and districts will receive their own individual reports, which can be compared to state and county benchmarks.

The interpretation and release of local results should rest with the district. College demographics vary across many dimensions not covered in this report, e.g., the socioeconomic level of the populations they serve. Therefore, fairness strongly suggests that only someone who is familiar with local conditions could appropriately interpret the results.

This report is intended to impose no new data burden. It should be augmented by colleges as needed to provide more useful descriptions of local conditions.

These indicators are proposed for statewide reporting. They are arranged into five categories: student access, student success, student satisfaction, faculty diversity, and fiscal condition.

The list of statewide indicators includes more than student outcome measures. Outcomes are hard to interpret without appropriate background information, e.g., context, inputs, and processes.

- Context relates to the environment in which the colleges operate. These factors are not easily manipulated, e.g., demography or business needs.

Outcomes are difficult to interpret without appropriate background information

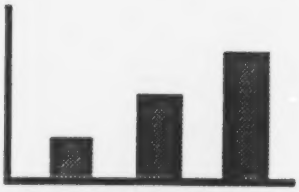
- Input refers to the fiscal resources. Decision-makers have control over inputs, e.g., funding and policy.

- Processes include activities for meeting student needs; for example, curriculum, instructional services, student services, administration, or training.

- Outcomes encompass student goals; for example, jobs, transfer, degrees, certificates, or student satisfaction.

For additional information contact Mark E. Fetler at the Chancellor's Office, 1107 Ninth Street, Sacramento, CA 95814-3607, (916) 327-5910.

1. Student Access



COMMITMENT TO QUALITY

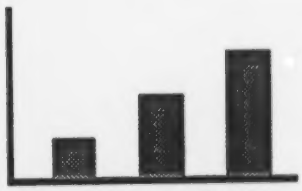
1.1 General Participation. The number and proportion of students enrolling compared to their proportion in the general population is a basic measure of access and has implications for the amount of resources needed to provide adequate levels of service. There are separate tables for credit and non-credit enrolled students.

Students	1992-1993			1993-1994		
	Number	Percent	Adult Population Percent	Number	Percent	Adult Population Percent
Total Enrolled		100%	100%		100%	100%
Men						
Women						
White						
Black						
Hispanic						
Asian						
American Indian						
Filipino						
Other						
No Response						

Source: Statewide Management Information System.

Note: The two years shown are for illustrative purposes. As results from further years become available, this table should appear in a five- or ten-year format. These enrollments are cumulative, total, end-of-year counts. A student who takes both credit and non-credit courses will be counted in both tables.

1. Student Access



COMMITMENT TO QUALITY

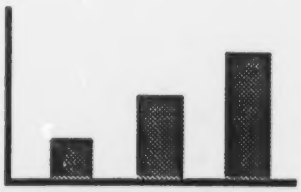
1.2 Transition from high school. The percent of high school graduates enrolling within two years following graduation. High schools are one important source of community college students. Information about the flow of students from high school to community colleges is useful to articulation planners and is a leading indicator of the eventual total number enrolling.

Students	1992 Graduates			1993 Graduates		
	Number	Percent	High School Graduates Percent	Number	Percent	High School Graduates Percent
Men						
Women						
White						
Black						
Hispanic						
Asian						
American Indian						
Filipino						
Other						
No Response						

Source: Statewide Management Information System.

Note: This is an unduplicated count. A student who attends a community college for two consecutive years immediately following graduation is counted only once.

1. Student Access



COMMITMENT TO QUALITY

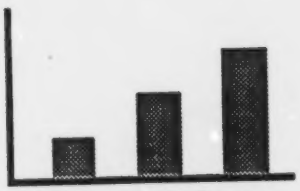
1.3 Financial Aid. Number of recipients and average aid-per-recipient in constant dollars. Low-income and disadvantaged students frequently require financial assistance in order to attend college. There will be separate tables for BOGG and other grants, loans, scholarships, and workstudy.

Students	1990-91			1991-92			1992-93			1993-94		
	N	%	$	N	%	$	N	%	$	N	%	$
Total												
Men												
Women												
White												
Black												
Hispanic												
Asian												
American Indian												
Filipino												
Other												
No Response												

Source: Statewide Management Information System.

Note: The information in this table does not reflect the need for financial aid, or, in particular, the unsatisfied need. Unfortunately, the concept of "need" is very complicated, and there appears to be little consensus on how it could be measured statewide.

1. Student Access



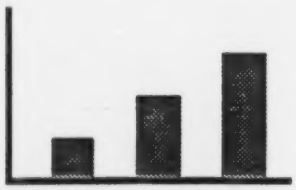
COMMITMENT TO QUALITY

1.4 Categorical Programs. Number of students served. Categorical programs are intended to provide access and support that students may need to meet their educational goals. There will be one table for each categorical program, including **EOPS, DSPS,** and **CARE.**

Students	1992-1993		1993-1994	
	Number	Percent	Number	Percent
Total Served		100 %		100 %
Men				
Women				
White				
Black				
Hispanic				
Asian				
American Indian				
Filipino				
Other				
No Response				

Source: Statewide Management Information System.

1. Student Access



COMMITMENT TO QUALITY

1.5 Basic Skills and Credit ESL Enrollment. Number of students enrolled each year in basic skills and ESL courses. Student success in academic subjects, vocational education, or in the workplace depends on the mastery of certain basic skills and of English. There will be one table each for **Basic Skills** (remedial English and mathematics at least two levels below college) and credit **ESL**.

Students	1992-1993			1993-1994		
	Number	Percent	Percent of Total Enrollment	Number	Percent	Percent of Total Enrollment
Total Enrolled		100%	100 %		100%	100 %
Men						
Women						
White						
Black						
Hispanic						
Asian						
American Indian						
Filipino						
Other						
No Response						

Source: Statewide Management Information System.

Note: The TOP code cannot be used to determine with certainty if a given course is an ESL course. The proposed Subject Matter Taxonomy code will provide this information. once it is implemented in the MIS database.

2. Student Success

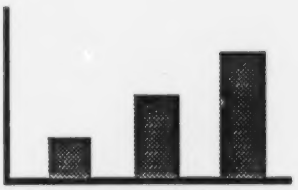
COMMITMENT TO QUALITY

2.1 Persistence. The number of credit students who are enrolled for two consecutive terms, i.e., who enroll in the fall and persist to enroll again in the spring. While not all students will require a full year to satisfy their goals, the completion of a degree, obtaining of certificates, or satisfaction of transfer requirements will take a longer period of time.

Students	1992-1993		1993-1994	
	Number	Percent	Number	Percent
Total Persisting		100 %		100 %
Men				
Women				
White				
Black				
Hispanic				
Asian				
American Indian				
Filipino				
Other				
No Response				

Source: Statewide Management Information System.

2. Student Success



COMMITMENT TO QUALITY

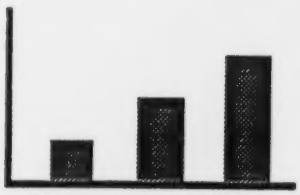
2.2 Completion. Attainment of a degree or certificate, which depends on access, student persistence, and the instructional program, is an important result of community college education. Other important types of completion, e.g., transfer and job placement, are reflected elsewhere in this report.

Students	1992 First-Time Students			
	First year No. | %	Second year No. | %	Third year No. | %	Fourth year (or longer) No. | %
Total Completing	| 100	|100	|100	|100
Associate Degrees	|	|	|	|
Total certificates	|	|	|	|
Two year	|	|	|	|
One year	|	|	|	|
Other	|	|	|	|
Men	|	|	|	|
Women	|	|	|	|
White	|	|	|	|
Black	|	|	|	|
Hispanic	|	|	|	|
Asian	|	|	|	|
American Indian	|	|	|	|
Filipino	|	|	|	|
Other				
No Response	|	|	|	|
	|	|	|	|

Source: Statewide Management Information System.

Note: At least four years of longitudinal data will be needed to complete this table. A new table will be needed for each cohort of entering students. Students with more than one degree, award, or certificate will be counted more than once.

2. Student Success



COMMITMENT TO QUALITY

2.3 Transfer. Community colleges provide students with the preparation and opportunity to transfer to a baccalaureate degree-awarding college or university. The transfer process is complex and depends on services provided by community colleges, student goals and commitments, services and upper division placement opportunities provided by the universities, and agreed upon intersegmental policies and practices. In order to provide an accurate depiction of the transfer process, multiple indicators will be used.

Students	1992-1993			
	Number	Rates*		
		BW Associates	CSCC C/E | T/C	ICC
Total Transfers			|	
			|	
Men			|	
Women			|	
			|	
White			|	
Black			|	
Hispanic			|	
Asian			|	
American Indian			|	
Filipino			|	
Other				
No Response			|	
			|	

Source: BW Associates transfer study data base and the Statewide Management Information System. Statewide sample surveys to be developed under the proposed accountability program.

Note: Obtaining counts of the number of transfers will depend on agreements with UC and CSU, access to data, and the definition of "community college transfer student." Obtaining some of the rates, e.g., "Berman and Weiler," will depend on the working out of agreements with the contractors.

*Transfer Rate Definitions

It is essential that transfer rates be empirically validated on a systemwide basis, or by a representative sample of colleges, before being officially adopted. This is particularly so, given the anecdotal and speculative nature of the information now available.

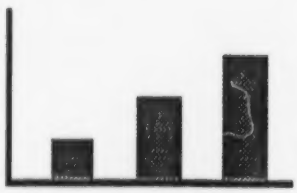
Any operational definition, or formula, for a transfer rate necessarily reflects stakeholder perceptions as to which groups of students should be considered as reasonable candidates for transfer, as well as expectations about the reasonableness of the magnitude of typical rates. The variations in the formulas proposed for transfer rate mostly derive from differences in these two kinds of perceptions. The definitions for the four transfer rates are those available in the November 1991 Board of Governors Agenda item, "Commitment to Quality: Educational Accountability for California Community Colleges."

•BW Associates. The denominator for the transfer rate is the exiting cohort of students in a term; that is, those students who were enrolled for credit in one term but did not re-enroll in the subsequent term. These students are called "leavers." The transfer rate is the number of transfers divided by the number of leavers.

• Cohen/Center for the Study of Community Colleges. Credit attainment is examined in order to understand the student's intent to reach his or her educational goal. Two percentages are computed. One is the percentage of students from a first-time entering cohort who earned 12 or more credits during a four-year period (C/E). The other is the percentage of students obtaining 12 or more credits who transfer to a senior institution during a four-year period (T/C). Together, both percentages represent the outcomes of the transfer process taking place in the institution.

• Intersegmental Coordinating Council (ICC). This intersegmentally agreed upon formula proposes to follow a cohort of students who entered the California Community Colleges as first-time freshmen and earned six or more UC or CSU transferable units during their first college year, i.e., the transfer pool. Transfer students are defined as those members of the transfer pool who became either new UC, CSU, or independent college or university undergraduates who satisfied the criteria for transfer admission and are considered to be community college entrants.

2. Student Success



COMMITMENT TO QUALITY

2.4 Job Placement. The number of students placed within six months of earning a degree or certificate.

Students	1992-1993		1993-1994	
	Number	Percent	Number	Percent
Total Placed		100 %		100 %
Men				
Women				
White				
Black				
Hispanic				
Asian				
American Indian				
Filipino				
Other				
No Response				

Source: Statewide sample surveys to be developed under the proposed accountability program. Statewide Management Information System, EDD Labor Market Information Database, and the Vocational Education Student Followup system.

Note: Many students acquire the workplace skills they need by taking a few courses. This indicator does not reflect students who use the community colleges this way.

3. Student Satisfaction

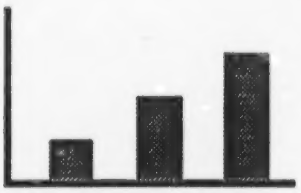
COMMITMENT TO QUALITY

3.1 - 3.5 Student Expectations and Satisfaction. Students are the primary clients of the California Community Colleges and their satisfaction is paramount. Quality should be assessed by comparing student expectations with subsequent satisfaction. The five areas to be assessed are (1) **access**, (2) **instruction**, (3) **instructional services**, (4) **student services**, and (5) **facilities**. There is to be one table for each area.

Students	1993 Students					
	Number	Expectations			Satisfaction	
		0-12 Units	13-30 Units	31-60 Units	0-12 Units	13-30 Units	31-60 Units
Overall							
Men							
Women							
White							
Black							
Hispanic							
Asian American							
Indian Filipino							
Other No Response							

Source: Statewide sample surveys of expectations and satisfaction to be developed under the proposed accountability program.

4. Staff Composition



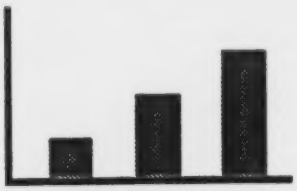
COMMITMENT TO QUALITY

4.1 Staff Diversity. Staff composition affects campus climate, particularly for underrepresented students. This indicator supports equal employment opportunity policies that are firmly ingrained in federal, state, and local approaches to education. There should be one table for each **EEO-6** category.

Staff	1992-1993		1993-1994	
	Number	Percent	Number	Percent
Total Employed		100 %		100 %
Age Categories				
Under 25				
25 - 45				
45 - 65				
Over 65				
Men				
Women				
White				
Black				
Hispanic				
Asian				
American Indian				
Filipino				
Other				
No Response				

Source: Statewide Management Information System.

4. Staff Composition



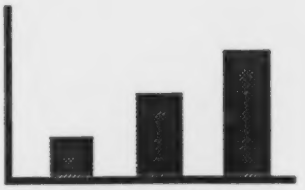
COMMITMENT TO QUALITY

4.2 Faculty Time Assignment. Contact hours for faculty who are working full or part time. The use of full-time faculty provides for a more stable instructional climate and increased professionalism. This measure also supports Equal Employment Opportunity policies.

Faculty	1992-1993		1993-1994	
	Full-Time	Part-Time	Full-Time	Part-Time
	No. | %	No. | %	No. | %	No. | %
Total	|	|	|	|
Men	|	|	|	|
Women	|	|	|	|
White	|	|	|	|
Black	|	|	|	|
Hispanic	|	|	|	|
Asian	|	|	|	|
American Indian	|	|	|	|
Filipino	|	|	|	|
Other	|	|	|	|
No Response	|	|	|	|

Source: Statewide Management Information System.

5. Fiscal Condition



COMMITMENT TO QUALITY

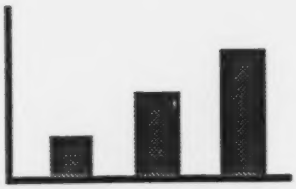
5.1 Community College Funding. Overall level of funding in constant dollars for state and local operations.

Funding	1992-1993			1993-1994		
	Actual	Adusted*	Gann Limit	Actual	Adjusted*	Gann Limit
District Funding	$	$	$	$	$	$
Local	$	$	$	$	$	$
State	$	$	$	$	$	$
Federal	$	$	$	$	$	$
Other	$	$	$	$	$	$
Total District	$	$	$	$	$	$
Chancellor's Office	$	$	$	$	$	$
State	$	$	$	$	$	$
Federal	$	$	$	$	$	$
Other	$	$	$	$	$	$
Total Chancellor's Office	$	$	$	$	$	$
Grand Total	$	$	$	$	$	$

Source: Statewide Management Information System, Fiscal Services Unit, or Legislative Analyst.

* Adjusted for inflation to current-year dollars, using a commonly accepted accounting procedure.

5. Fiscal Condition



COMMITMENT TO QUALITY

5.2 Fiscal Stability. The number of districts at fiscal risk. Districts have a fiduciary trust in the handling of public money. The way in which money is handled has a long-term effect on the health of the district and the quality of services that can be delivered to students.

Fiscal Period	1992-1993		1993-1994	
	Number	Percent	Number	Percent
High Risk				
Medium Risk				
Low Risk				

Source: Chancellor's Office Fiscal & Program Standards Accountability Unit surveys of district fiscal status. This indicator traditionally has been computed by the Chancellor's Office to provide local districts with an early warning of possible fiscal difficulties. It is a composite indicator that takes into account patterns of funding, expenditures, and local fund balances. Although this indicator is computed quarterly, only the end of year, or fourth quarter measure, is reported here.

Appendix A

The Statewide Accountability Program

The five components of a state accountability program are described in a report written by Strategic Planning Associates.

What is needed is a new paradigm for California Community Colleges accountability. Such a reconfiguration would respond to the often competing state and local interests and would emphasize state leadership and technical assistance in achieving a meaningful, effective, and useful accountability system.

What is needed is a new paradigm for California Community Colleges accountability

1. Statewide Accountability Indicators Report. The Chancellor's Office would annually compile information contained in MIS tapes and other statewide data routinely collected by the Chancellor's Office.

2. In-depth accountability studies. In addition to the basic data report, the Chancellor's Office would cover in depth, each year, one of the five accountability areas stipulated in the Board of Governors accountability program: student access, student success, student satisfaction, faculty diversity, and fiscal condition.

3. Statewide surveys. The Chancellor's Office periodically would conduct a statewide survey to assess long-range program effectiveness and student satisfaction.

4. More effective data collection and dissemination efforts. The Chancellor's Office would develop a long-range plan to reduce the response burden placed on districts by multiple information demands.

5. Depository and/or Clearinghouse. The Chancellor's Office would also serve as a depository for exemplary accountability models and provide technical assistance to local districts as they embark on establishing their own local accountability needs.

APPENDIX C

California Community College Accountability

State and Local Implementation Costs

Executive Summary

In March, 1991, the Chancellor's Office contracted with Strategic Planning Associates (SPA) to undertake a study of AB 1725 implementation efforts in four community colleges designated as accountability pilots. A major purpose was to develop appropriate cost information which could serve as the rationale for Budget Change Proposals (BCPs) the Chancellor's Office might wish to pursue regarding both state and local accountability implementation. Our initial inclination was to focus on costs and funding required for successful implementation. We ended up focusing as well on a more critical issue, the system's readiness for implementation.

To examine these issues, Strategic Planning Associates relied upon the following analytic procedures: (1) review of documents provided by the Chancellor's Office, (2) interviews with key state and local officials, (3) attendance at two full-day meetings with the Chancellor's Accountability Pilot Task Force, and (4) site visits to 14 community colleges, including each of the pilot colleges.

The decision to visit fourteen campuses represented a modification of the work plan initially submitted by SPA. Originally, it was hoped that site visits to the four pilot projects would be sufficient to generate the cost requirements associated with AB 1725 accountability. This turned out not to be possible since districts had only begun their projects and had not collected appropriate cost data. SPA turned instead to a broader array of colleges and shifted focus to examining college "readiness" for accountability.

SPA's analytic efforts resulted in four principal findings, which formed the basis for our subsequent recommendations: 1) considerable differences exist in utilization of Management Information Systems. 2) community colleges have vastly different levels of institutional research capability. 3) there is considerable variation in progress toward implementing a comprehensive accountability system, and 4) many districts are currently ill-prepared effectively to engage in a statewide accountability system. Although many colleges were not ready for the adoption of accountability measures, there are many others which, with the appropriate assistance, are willing and could be able to adopt effective accountability systems.

The next phase of SPA's investigation identified characteristics of colleges that had successfully implemented accountability procedures. Each of these institutions had a: 1) strong vision of the

role of accountability 2) relatively advanced technical ability, and 3) commitment to provide sufficient resources.

In spite of the utility of some of the cost information, attempts to build sophisticated cost models at this stage of community college accountability implementation are premature. Regrettably, requests for local assistance dollars are also premature. SPA recommends that the focus shift instead to building state and local institutional capacity for accountability. To that end, SPA recommends that the Chancellor's Accountability system include the following five components with appropriate state level budgetary support:

Basic Data Collection and Reporting: The Chancellor's Office would annually compile information contained in MIS tapes and other statewide data routinely collected by the Chancellor's Office. The items, to be compiled and formatted for this portion of the report to the legislature, would be determined by the Chancellor, after consultation with the Chancellor's statewide accountability task force.

In-depth Accountability Studies: In addition to the basic data report, the Chancellor's Office would prepare a long-range plan to cover in-depth each year one of the five accountability areas stipulated in the Board of Governors' accountability program: student access, student success, student satisfaction, faculty diversity, and fiscal condition.

Statewide Surveys: The Chancellor's Office would periodically conduct a statewide survey to assess long range program effectiveness and student satisfaction.

More Effective Data Collection and Dissemination Efforts: The Chancellor's Office would develop a long range plan to reduce the response burden placed on districts by multiple information demands.

Depository/Clearinghouse: The Chancellor's Office would also serve as a depository for exemplary accountability models and provide technical assistance to local districts as they embark on establishing their own local accountability models.

To fund this activity, SPA recommends that the Chancellor's Office budget be augmented by approximately $550,000. This relatively modest investment in improving the capacity at both the state and local level to respond to the demands for accountability represents an infinitesimal percentage of the over $2.5 billion currently invested by California's citizens in community colleges.